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ABSTRACT

The report on areas needing further development in provision of quality literacy services for Ontario's (Canada) native populations, based on site visits to native literacy programs, identifies seven key areas for change: (1) strategic planning for program development and implementation and advocacy; (2) program growth and administration; (3) native languages; (4) teacher training; (5) curriculum development; (6) standards and accountability; and (7) partnerships in delivery of literacy services. Each of these areas is defined and described, and some options for change are outlined for further discussion. In addition, literacy funding at the Ontario Training and Adjustment Board (OTAB) and the National Literacy Secretariat is described briefly. Appended materials include a list of OTAB-supported literacy programs, and a descriptive list of aboriginal stakeholder groups. Contains 15 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Literacy Ontario

Native Literacy in Ontario

Areas for Development

A Discussion Paper for Ontario Aboriginal Communities

Submitted by Doug Anderson
Native Literacy Coordinator

Literacy and Basic Skills Section
Workplace Preparation Division
Ontario Training and Adjustment Board

November 1995

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Ontario Training and Adjustment Board
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PART I

Introduction

The Native literacy coordinator at the Ontario Training and Adjustment Board (OTAB) has prepared this discussion paper for Ontario Native literacy programs, First Nations, and Aboriginal communities. It indicates areas for further development in the provision of quality Native literacy services in Ontario.

Seven key areas for development in the Native literacy field are identified in this document:

1) Strategy and Advocacy
2) Program Growth and Administration
3) Native Languages
4) Practitioner Training
5) Curriculum Development
6) Standards and Accountability
7) Partnerships

The identification of these areas is based on visits to Native literacy programs across the province. The areas are not listed in any order of priority, although it may be said that the development of an effective strategy would ideally precede significant developments in the other areas. Assigning priorities to the above areas, or identifying other areas, would in fact be part of developing a strategy for the Native literacy field.

A description of each area is followed by options for further development. These options are neither prescriptive nor comprehensive, but are intended to inspire further thought and discussion.

The second part of the paper briefly describes literacy funding at OTAB and the National Literacy Secretariat (NLS). These funds may be available to address Native literacy field development in Ontario.

With the support and participation of stakeholders listed in Appendix A, this discussion paper could be developed into a Native literacy action plan.

Background

The following definitions of Literacy education and Literacy are used by OTAB:

"Literacy education is part of a process or cycle of life-long learning, based on life experience, shared knowledge, and decision-making by learners supported by their instructors. Literacy education contributes to the development of self-knowledge and critical thinking skills. In turn, this development empowers individuals and communities."

"Literacy is the ability to read, write, calculate, speak, and understand, as well as sign (for the deaf) and communicate in other forms of language, according to need. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community."[1]

These definitions were developed with the help of the Native literacy field.

The Ontario Native Literacy Coalition (ONLC) has now developed a specific definition of Native literacy. The definition currently reads as follows:

"Native literacy is a tool which empowers the spirit of Native people. Native literacy services recognize and affirm the unique cultures of Native peoples and the interconnectedness of all aspects of creation. As part of a life-long path of learning, Native literacy contributes to the development of self-knowledge and critical thinking. It is a continuum of skills that encompasses reading, writing, numeracy, speaking, good study habits, and communicating in other forms of language as needed. Based on the experience, abilities and goals of learners, Native literacy fosters and promotes achievement and a sense of purpose, which are both central to self-determination."[2]

Much has been accomplished by the Ontario Native literacy field in a short time. Since 1987, the ONLC and a network of Native literacy programs have been supported by the Government of Ontario. There are now 29 Native Literacy Programs. All funding for the programs flows through Ontario Community Literacy

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1 *Accountability Framework for the Adult Literacy Education System*, Literacy Section, Learning and Employment Preparation Branch, OTAB, 1994.

2 This definition of Native literacy was written by the ONLC Curriculum Developer in consultation with Native literacy programs in Ontario.

(OCL) funding.[3] In addition, the ONLC is funded through the Literacy Field Development and Support program (LFDS). Native literacy programs are found on First Nations territories as well as in large urban centres and in rural areas. The majority of the programs operate under the auspices of a larger organization, such as a Band Council or Native Friendship Centre. There is only one "stand alone" program, which is in Sioux Lookout.

In their administration and funding, Ontario Community Literacy programs are distinct from other educational service providers, such as boards of education, post-secondary institutions, and employment training initiatives for adults. This distinctiveness has allowed these programs to develop student-centred approaches to learning which are unique and promising; unfortunately, it has also tended to make it difficult for community literacy programs to relate to other service providers. One way of addressing this concern has been the development of the Literacy Community Planning Process (LCPP). This process is an attempt to develop a "seamless" system of literacy service provision. The LCPP has been trying to develop links between literacy and other education and training service providers, such as colleges and boards of education.

For Aboriginal communities, the difficulties of introducing a new educational "stream" have been complicated by distinct issues not found in the broader system. One of the biggest challenges for Native literacy programs has been to bring literacy into Native cultures rather than trying to place them into literacy education. During the early stages in the development of the Native literacy field it became clear that Native literacy issues need to be addressed in a holistic manner. "Holistic" is not easy to define, as it may be applied to many things. However, it may be said that a holistic model of learning requires that the physical, emotional, mental, and spiritual aspects of the learning process be balanced. A holistic model of education might ensure that children, youth, adults, and Elders benefit from working together rather than in separate "departments."[4]

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[3] Responsibility for Ontario Community Literacy programs has moved over the years from the Ministry of Citizenship and Culture to the Ministry of Skills Development to the Ministry of Education, to the Ministry of Education and Training to OTAB.

[4] *Native Literacy: A Healing Energy*, a video developed in 1988 and available through the ONLC, provides a useful perspective on how a holistic vision might influence the development of the Native literacy field.
Ensuring the Holistic Approach in Aboriginal Literacy Programs, an informative paper written by the Ministry of Education's Native Literacy Coordinator in 1992, is available from the Literacy and Basic Skills Section, OTAB.

Developing holistic programming has proven to be difficult in practice. However, Native literacy coordinators have begun to discover innovative ways of working with other service providers and linking literacy to community survival. This process is breaking new ground. For some communities and organizations, the Native literacy programs are their first attempt at developing holistic, Aboriginal-controlled educational services.

Most of the Native literacy programs have now been running from five to seven years. A number of the programs have developed to a point where they are ready to expand their services significantly.[5]

Current Situation

The Native literacy field is at a crossroads. The need for development in the field is widely recognized but a clear plan of action has yet to be established. Two broad future directions for development are becoming apparent:

1) Native literacy field development as a separate and distinct process, and

2) Native literacy field development in relation to the broader literacy field.

The need to distinguish these two directions reflects a wider development issue:

> ***Native peoples desperately need to improve their skills and living conditions, both within and alongside of the broader society - but without "assimilating," or sacrificing Native cultures.***

Both directions touch all aspects of Native literacy; both are necessary for the healthy development of the Native field. In the end, there needs to be a balance between the two directions. Such a balance should aim to improve services to Aboriginal learners and should satisfy all stakeholders. If this balance is not found, the field will be in danger of remaining at a standstill.

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[5] More information on the background of the Native literacy field in Ontario can be found in *Empowering the Spirit of the Native People: The Native Literacy Movement in Ontario*, Literacy Branch, Ontario Ministry of Education and Training, 1993 (now available through the Literacy and Basic Skills Section at OTAB).

The broader literacy field

Much development work is now being done in the broader literacy field, through such initiatives as the Literacy Community Planning Process (LCPP), the development of quality standards for literacy programs, the Recognition of Adult Learning (RAL) Project and the establishment of a Literacy Fund of Ontario (LFO).[6]

Native groups have always been invited to participate in these processes, but have often found it difficult to participate fully. Some Native programs have participated in LCPP meetings and one of the Quality Standards pilots was carried out by a Native program (Fort Erie Friendship Centre). Native literacy coordinators were involved in meetings on the Accountability Framework and Quality Standards. However, Native participation in the activities of the broader field has generally been minimal.

Native involvement in the development and delivery of community college (OBS) and school board (ABL/N) literacy services is also minimal. (See Part II of this paper for details of these and other OTAB literacy grant programs.) Some colleges and school boards are beginning to show an interest in developing Native curriculum and in delivering literacy services in Native communities. However, the role of Native peoples in OBS and ABL/N literacy services is now mainly that of student or outreach worker.

Non-Native Ontario Community Literacy (OCL) programs, especially in the north, do serve Native clients, but at this stage the networking between these programs and the ONLC is also minimal. At the regional level, there is fairly significant involvement of some Native programs in literacy networks, such as Literacy Northwest.

The broader literacy field is willing to offer Native groups representation in field development. There are two main factors which seem to hinder Native participation in this development:

1) A fear of being marginalized. Distinct Aboriginal issues may become lost or watered down in agendas developed within the larger field.

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[6] More information on the LCPP, Quality Standards for Literacy, and RAL can be found in OTAB reports on these topics. These reports are listed in Appendix B. The Literacy Fund of Ontario is a fundraising body for literacy which was initiated by the Ontario Literacy Coalition. It is currently being established as an independent foundation.

2) Constraints on time and funding. Native literacy programs are still relatively small and this factor necessitates a focus on day-to-day service delivery rather than on system-wide issues. Most Native literacy program budgets are less than $50,000.

The Native literacy field

The Native fear of marginalization is not groundless. Distinct Native literacy issues cannot be adequately addressed in the broader field. This difficulty does not mean that the Native literacy field should exclude itself from the larger process. It is crucial, however, that Native issues be identified and that a strategy be developed before a meaningful relationship with the broader field is established. No clear strategy currently exists for the Native literacy field.

One key factor which will affect the development of any Native literacy strategy is the Aboriginal Intergovernmental Committee on Training (AICOT). AICOT has developed an Aboriginal Labour Force Development Strategy (ALFDS). The ALFDS attempts to address the need for distinct Native adult training services.[7] AICOT is negotiating with the Government of Ontario for control of Aboriginal training and the funds to support it. The outcome of this process and its implications for the Native literacy field are now unclear. However, funding and responsibility for Native literacy programs, along with other adult training programs, may be turned over to an Aboriginal body in the future.

The ONLC has devoted considerable energy to maintaining a profile for the Native literacy field within AICOT. This priority is understandable. With only one full-time ONLC staff member, it is difficult to keep abreast of developments in the broader literacy field and in OTAB, both of which are undergoing their own development processes.

The Native programs often have a focus on establishing a role for themselves within the Native community development process. This priority leaves them with little time to make much contact with the rest of the literacy field, or even with each other.

In varying degrees, Aboriginal peoples are beginning to assert their right to self-determination. For the community development process, this assertion of rights

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[7] More information on this process can be obtained from AICOT Implementation Team staff. The AICOT contact is Paul Capon at (807) 623-8228. The primary contact for the provincial government is Pat Chrisjohn, Senior Policy Analyst for Aboriginal Labour Market Development, Ministry of Education and Training, at (416) 326-4689.

means that attempts are being made to deliver services in a distinctly Aboriginal way and with a holistic approach. The shift from an externally imposed system, with its many different "departments," to one which integrates the full circle of the community is not easy to make. It is important to keep in mind that this shift is being attempted in conditions of severe community stress. Communities sometimes turn away from the outer world in order to focus on the internal process of community healing. Initiatives such as the LCPP and the development of quality standards are perceived as originating from outside of the community and are often not given much attention.

Unfortunately, the isolation resulting from the current state of Aboriginal community development can mean that the Native literacy field is out of touch with opportunities available in the broader field. However, Native coordinators have identified a number of needs which should be addressed through a strategy before making any major moves to clarify the relationship of Native literacy to the broader field. An attempt has been made to outline these needs in this paper. In the meantime, individual programs and communities continue to relate to the broader field, wherever and however they can.

The development of holistic programs requires much development and leadership on the part of the Native literacy workers. Native literacy coordinators are working more and more on developing integrated community learning as part of healing and in building communities to prepare for self-determination. The ONLC hopes to increase the involvement of its membership in the development of the Native literacy field. Programs need to be encouraged to take more of a leadership role on literacy issues in their regions. A larger role will ensure the continued existence and further development of Native literacy services province-wide.

Areas for Development

The seven general areas discussed in this paper are all closely connected. Advocacy and strategic development work, in particular, can have a strong impact on all other areas. The areas for development are not listed in order of priority. Descriptions of each area are followed by options for development. These options are meant to inspire discussion and would be added to or altered in any development of a Native literacy action plan.

A description of OTAB funding sources which can be used for developing these areas is given in the second section of this paper, "Funding Streams at OTAB's Literacy Section." However, there can be no guarantee that these sources will have the funds necessary to support the activities identified here.

1) Strategy and Advocacy

Strategy means a plan of action. An effective strategy assesses a given situation and also plans a definite direction based on this assessment.

Advocacy means promoting something, such as an idea or a program. Effective advocacy can enhance community awareness of, support for, and participation in the literacy field. It improves the overall profile of literacy programs.

The link between strategy development and advocacy work is crucial in the Native literacy field. Advocacy with Native stakeholders is necessary in order to include them in strategic development - and in order to have literacy included in the wider Aboriginal strategy. (See Appendix A.)

Many Native literacy programs have already identified advocacy and strategic development as prime areas of need. There are two distinct areas of need for individual programs.

1) Some programs are marginalized within their communities or regions and need to promote and establish their role at that level.

2) Other programs are already playing a significant role in the educational life of their communities and are ready to take on more responsibility.

The status of most programs falls somewhere in between these two situations. In either case, the single, primary need is to maximize the effectiveness of the literacy services by finding ways of integrating them into the wider community.

Options

NATIVE LITERACY COMMUNITY PLANNING PROCESS: The Native literacy field could consider developing a Literacy Community Planning Process (LCPP), similar to the process being undertaken in the Anglophone literacy field. The work already undertaken through the LCPP could serve as a starting point for a distinct Aboriginal process. However, an effective Native LCPP must be undertaken separately in order to reflect our cultural differences as well as to reinforce the distinct Native political structures. Such a process would be a way of beginning to address all other areas identified in this discussion paper.

REGIONAL[8] NATIVE LITERACY CONFERENCES: It might be useful to bring together stakeholders in the Native Literacy field for regional literacy conferences. Such conferences should include all Aboriginal stakeholders and not just Ontario Native Literacy Coalition members. Conference topics would be concerned with the history, current status, and future development of Native literacy in the region as well as with the role of adult Native literacy in relation to other Aboriginal education and community services. Conference goals might include setting up a working group or steering committee in order to develop the Native literacy field and to improve Native access to literacy funding for a given region. Such gatherings could have costs shared with other regional stakeholders.

2) Program Growth and Administration

This area covers the general need for Native literacy programs to increase their funding base and service delivery.

All programs have clearly indicated that current funding for Native literacy programs is inadequate to meet the desperate level of literacy needs in Aboriginal communities. This area should be considered together with advocacy. Acknowledgement of the need for program growth must be coupled with an awareness of the need for cost-effectiveness and resource sharing as well as for the development of standards and accountability in program development and delivery.

The two most frequently mentioned areas of need relating to program growth are literacy instruction and location.

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[8] "Regional" here means a geographic region of Ontario. The boundaries designated for the Aboriginal Management Boards are an example of how Ontario can be divided into regions suitable for Native interests.

Literacy Instruction

The effectiveness of the volunteer tutoring system within the Native literacy field needs to be evaluated before any significant improvement in levels of service delivery can be seriously considered. While some programs have developed effective one-to-one tutoring services, many have identified this approach as unsatisfactory. Shortage of tutors, especially Native tutors or tutors with an understanding of Native culture, and high turnover rates of tutors are two of the main factors inhibiting many programs from developing tutoring services. Furthermore, while there are good potential literacy instructors to be found in Native communities, they tend to be people who are drawn into other areas of employment and even out of their communities entirely. A common consensus among most Native literacy practitioners is that paid literacy instructor positions are crucial to the development of the field.

Location

Program location impedes the development of many Native literacy programs. Program coordinators often express a desire to run their programs with much more independence than they may enjoy in their current locations. Some are held back by lack of space in their host organization, while others feel constrained by the fact that the primary focus of their organization is not literacy. In environments where literacy is only one program among a number of others, there is often confusion regarding everything from program budgets to use of space and even curriculum content.

Other areas of need in program growth include:

SUPPORT STAFF AND SALARIES: program, office and administrative assistants and pay equity issues are often raised as program needs.

SPECIALIZED LITERACY SERVICES: prison literacy, family literacy, business training initiatives, learning and physically disabled needs, and lifeskills are all areas that need increased support in Aboriginal community literacy programs.

SUPPORT SERVICES: childcare and transportation costs are consistently identified as barriers to participating in literacy programs.

EQUIPMENT: separate fax machines and telephone lines for literacy programs, books and materials, computers and computer-related materials, and furniture have all been identified as needs by Native literacy program coordinators.

Options

DEVELOP LITERACY INSTRUCTOR POSITIONS: Paid literacy instructor positions might be developed. Development of this option would initially need to be focused on the following priorities:

1) Developing funding sources for paying the instructors; and

2) Training Native instructors in teaching literacy and numeracy classes, prior learning assessment, charting a learning path, and other areas as needed.

While these tasks may be too much for individual programs to handle, there may be a way to do a good job on a regional level. Ways of recognizing non-institutional resource people from the Native communities need to be found. For instance, Elders and other people with a knowledge of community language, history, and other aspects of Native cultures are important to build into Native literacy programs, as well as people with more formal education and training.

SEPARATE LITERACY ACCOUNTS: After salary and administration costs, literacy budgets could be set up on separate budget lines by their organizations. This practice would probably need to be researched and advocated by the ONLC, as mandated by ONLC members. Several literacy coordinators have already suggested that administrative affairs related to their programs would run more smoothly if this option were to be implemented.

FUNDRAISING OUTSIDE OTAB: Many programs already raise funds through grassroots activities, such as community bingos or yard sales. The Native literacy programs will have access to the Ontario Literacy Foundation, which has been set up by the Ontario Literacy Coalition.

LEARNING CENTRES: This goal may be long term but it must not be delayed. Regional adult education centres need to be developed which focus on the provision of a holistic Native learning environment. They must be rooted in Native language and culture while assisting students in adapting to any environment. The centres should be fully staffed, with qualified administrative, programming, counselling, and instructional staff, and they also need to be supplied with all necessary material resources. Such initiatives would need to draw on various funding sources, and might be set up in cooperation with other educational and training services in Aboriginal communities.

3) Native Languages

Many Native literacy programs have a Native language component. These programs generally regard Native languages as an essential feature of their literacy service. Often people with literacy needs are initially attracted to programs through Native language classes. Of course, Native languages are more than an outreach tool; their preservation, promotion and use are ends in themselves. Native languages have been clearly identified as essential to the health and survival of Aboriginal cultures and First Nations. Furthermore, improving skills in the Language of Origin[9] helps many people to improve their English language skills.

OTAB's Accountability Framework for the Adult Literacy Education System recognizes the right of Ontarians to literacy education in a language of origin for Aboriginal peoples, and "support(s) the right of Aboriginal peoples to be literate in their own languages as well as in English or French."[10]

One way in which OTAB works to preserve and promote the Aboriginal languages of Ontario is through the Aboriginal Language Standardisation (ALS) Project. Through this project, OTAB assists and supports Aboriginal peoples in Ontario, if they wish, to develop standard, literary forms for their languages.[11]

The magnitude and complexity of the task of preserving Native languages has led to confusion in the way their instruction is delivered throughout the literacy field and beyond. The relationship of Native language classes to the Native literacy field is currently not clearly defined.

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9 In the Native literacy field, the terms "Language of Origin" and "Mother Tongue" are often used to refer to an Aboriginal person's ancestral language. These are broad terms, because the person may or may not have been raised with their Aboriginal language. They may also be in any of a number of stages of losing or regaining that language.

10 Sections 2.2.3 and 2.2.4, "Accountability Framework for the Adult Literacy Education System and Core Quality Standards for Programs," Toronto: OTAB, 1995.

11 For more information, refer to the "Aboriginal Language Standardization Project Progress Report," printed in March 1995 and available from OTAB's Literacy Section.

Key issues related to the delivery of Native language classes in Native literacy programs include:

- Funding for, and commitment to, Native language education is completely inadequate to protect and preserve the languages, even though the demand for Native language education is high in many Aboriginal communities. This lack of funding and commitment has had the following results:

    1) Native language classes in literacy programs have often been funded on a project basis rather than as a regular program activity;

    2) Funding is inadequate to train and pay enough Native language teachers to meet the need for services; and

    3) There is a lack of high quality curriculum materials for learners and teachers of Aboriginal languages. This need is only partially addressed by the activities of the Aboriginal Language Standardisation Project.

- There is a lack of consistency in the languages delivered; learners are often taught languages which are alien to their background and environment. It is not uncommon for Native language learners to find themselves being switched from language to language, year to year.

- Native language classes in literacy programs are often segregated from other areas of programming. This segregation means that learning, re-learning, or enhancing one's Mother Tongue literacy skills can be perceived as something marginal rather than as an integral part of the Native adult's learning experience.

- Native language classes for adults are provided by a wide range of deliverers and through various funding sources; the current delivery system is so diverse that the administrative work to maintain it is disproportionate to the amount of actual instruction provided.

- The scope of Native language issues is so wide that it really includes several distinct "fields." For instance, many northern and elderly Native learners might be considered English-as-a-Second-Language (ESL) learners, while many southern and younger Native learners are potential Native-as-a-Second-Language (NSL) learners.

Options

INCREASED ADVOCACY: Much advocacy work needs to be done in order to continue and increase the delivery of Native language instruction in and outside of literacy programs. The unique status of Native languages needs to be defined and the need for a distinct approach in dealing with Native language issues needs to be addressed. The ONLC is in a position to provide leadership in this area, as the Native literacy field already contributes to the development of Native language services for adults and whole communities.

RECOGNITION OF LEARNING: The Native literacy field might contribute to the validation and recognition of Native language learning achievements. For instance, accreditation of Native language learning by community colleges and high schools could be advocated by Native literacy programs.

PROJECTS: Innovative projects developing curricula and instruction models are a definite need. Materials which can be shared with or adapted to other communities, and clear reports with recommendations for further development, are essential outcomes from any project activity. Some ideas for projects include:

- Developing a language exchange model, where Native language and English literacy skills are exchanged;
- Developing ESL Models for Native language speakers;
- Developing drop-in Native language clubs in literacy centres; and
- Producing integrated Native language and English literacy materials. One example of such a product is an oral history story book with Cree and English on opposing pages.

It is important to remember that, while projects can be useful in developing curricula, they provide funding on a temporary basis only.

PARTNERSHIPS: The Native literacy field could begin to identify ways of integrating and coordinating Native language class development and a delivery system with other Native language service deliverers, such as public and First Nation boards of education as well as community organizations. It may be more cost effective for different age groups to work together in Native language literacy activities. Such an approach could also contribute to the healing process being undertaken in Aboriginal communities.

4) Practitioner Training

A **Practitioner** in the literacy field is anyone involved in the direct delivery of literacy services. Program coordinators, class instructors, and tutors are all practitioners. In some instances, board and band council members also can and should be encouraged to participate in Native literacy practitioner training opportunities.

Much work has already been done in Native literacy practitioner training through the First Nations Technical Institute (FNTI). In 1991-92, this training provided the participating Ontario Native literacy coordinators with credits toward a Social Service Worker Diploma through Belleville's Loyalist College.

Options

NATIVE LITERACY INSTRUCTOR PROGRAM: A program for Native literacy instructors might be developed. Ways of continuing and developing the training relationship already developed with FNTI can be explored. One way to explore this option would be to look into developing a curriculum for practitioners which leads toward literacy-related diplomas and degrees. An Aboriginal instructor program, for instance, could develop a relationship with classroom assistant programs at a college and Native teacher education or ESL programs at a university. Links could also be made with a Native language instructor program such as that at Lakehead University.

ADMINISTRATIVE SKILLS DEVELOPMENT: Training in this area could include coordinators and staff administering literacy programs. Training could be set up to share effective methods of dealing with administrative issues. Training could be on the job.

CURRICULUM DEVELOPMENT: Practitioners might be trained to develop materials which can be distributed through the Ningwakwe Clearing House. For example, literacy instructors can be brought together for workshops on how to write curriculum, using practical examples based on their experiences. The Ningwakwe Curriculum Developer has already begun delivering workshops on curriculum development. Broader curriculum issues, such as teaching styles or setting up a good learning environment, can also be explored in practitioner training. For more detailed information on curriculum development, see area 5) Curriculum Development.

ORIENTATION FOR NEW COORDINATORS: Due to the high turnover rate of Native literacy program coordinators, orientation seems to be essential every three years.

FUNDRAISING: This training could include coordinators and staff administering literacy programs. Fundraising training could include such topics as: proposal writing, literacy funders outside of OTAB, and community fundraising.

LEARNER ASSESSMENT AND EVALUATION: Training in this area could include coordinators, instructors and tutors. Such training would focus on developing useful assessment and evaluation tools or adjusting existing tools to Native community needs. Some programs could be encouraged to share tools now being used successfully. Native counsellors from Aboriginal communities could be involved in basic educational assessment and referral training. The use of prior learning assessment might be another topic in this category.

The English literacy field can provide much assistance in learner assessment and evaluation. Activities carried out in the broader literacy field through the Open Learning Network (OLN) and Recognition of Adult Learning (RAL) projects could prove to be useful for Native programs.

LEARNING DISABILITIES: Training can be set up to help literacy workers in identifying and dealing with learning disabilities, such as attention deficit disorders, fetal alcohol syndrome, dyslexia, and scotopic sensitivity syndrome.

PROGRAM EVALUATION: Program coordinators can be trained in the development and application of quality standards for their programs. For more information on this area of training, please refer to area 6) Standards and Accountability.

COMMUNITY HEALING ISSUES: This area is essential to Native programs. Native Literacy Practitioners may need training in a number of areas related to healing, including: crisis management, counselling techniques, teaching lifeskills, preventing "burn-out," and stress and time management. These and other healing-related issues are eligible for literacy practitioner training funds, *but need to be provided in the context of providing literacy services.*

MANAGEMENT SKILLS TRAINING: This kind of training is crucial for many Native literacy coordinators. Management skills training could include such topics as delegation of authority and conflict resolution.

OUTREACH AND PROMOTION: Outreach for literacy programs means finding and recruiting learners into the program. Outreach is achieved through promotional activities, which can include printed materials, radio and television advertising, as well as by information spread by word of mouth. A number of programs have expressed a desire to improve the outreach and promotional aspects of their programs.

5) Curriculum Development

Curriculum can be broadly defined as a learning path or course of study. This definition includes not only content and the materials to support it, but also the method of delivery and the environment in which a learning path is charted.

Many people find it difficult to get past a definition of curriculum which is restricted to materials only. In the Native field, the delivery method and environmental aspects of curriculum need at least as much development as the content does. Every program has identified curriculum development, in its broadest definition, as a prime area of need.

The ONLC's Native Clearing House project has a mandate to research and set up the Ningwakwe Clearing House to develop and distribute Native curriculum materials. The Curriculum Developer for Ningwakwe has identified a need for more materials to be developed by Native literacy programs in order to complement and inform Clearing House activities.

Alpha Ontario, the province-wide literacy library and clearing house, has established a Native Advisory Committee. Alpha is looking for ways to work closely with Ningwakwe and to assist First Nations and Aboriginal communities in Ontario to meet their literacy curriculum needs. For example, Alpha can help programs set up their own literacy libraries.

Options

CLEARING HOUSE: The Ningwakwe Clearing House can continue to resource and distribute curriculum suitable for Native literacy programs. The Ningwakwe Curriculum Developer has identified the need to develop and apply curriculum in the field. A curriculum trainer may be one way to address this need. A person in this position could also participate in curriculum development work being done in primary, secondary, and post-secondary Native education. Such participation would encourage links between the different levels of Native education.

CURRICULUM MODELS: The following models are just a few Native curriculum possibilities which are either currently in use or could be developed in the Native literacy field.

- NATIVE LEARNING ENVIRONMENTS: Some examples of Native learning environments are: distance education models (Contact North and Wahsa services); drop-in services; home and prison literacy models; shared space with

Native language services, libraries, and social service and community centres; and separate Native learning centres. Continuous intake and ongoing assessment tends to be favoured by Native literacy programs.

- NATIVE LEARNING AND TEACHING STYLES: The development of Native pedagogy tends to favour a holistic approach and small group activities complemented by one-to-one tutoring. Both traditional Aboriginal and contemporary thinking patterns and communication styles are used, and role modelling and experiential learning are often seen as critical to learning. The involvement of Elders and the use of talking circles can be a useful way to overcome learning barriers and might even be an integral part of the curriculum for some programs.

- NATIVE CURRICULUM CONTENT: Literacy activities can be integrated with other training initiatives, such as carpentry, cooking, or clerical training. Native languages and philosophies, self-government and land claim issues, economic and housing issues, painting and sculpture classes, Native history, business and math skills, science and computer instruction can all be very useful in the delivery of literacy instruction. A number of these topics have already been adapted to a literacy context in Native programs.

- NATIVE CURRICULUM MATERIALS DEVELOPMENT: Software development, books featuring local writers and artists, writing workshops, resource centres, Native cultures and languages, oral history, radio broadcasts/public service announcements, libraries, and A/V materials are just a few examples of materials that have been or could be developed by and for Native literacy programs. Contact the Ningwakwe Curriculum Developer at the ONLC for more information on curriculum materials.

6) Standards and Accountability

A **standard** is a measure of success. **Accountability** is how we are held responsible for meeting a given standard. These words are often associated with an externally imposed system. In reality, however, standards and accountability are only effective when they are set and measured by the communities to which they are meant to apply. Native literacy programs are in an ideal position to develop standards and accountability procedures which are truly reflective of community needs. Traditional Native values are thoroughly infused with the concept of how we are all responsible for one another. These values should provide a solid basis for developing any model of accountability in Native programming.

Quality Standards for literacy programs in the broader literacy field have been developed through the Quality and Evaluation Project. A number of programs, including the Native literacy program at the Fort Erie Native Friendship Centre, have identified features of quality literacy services and compiled a checklist of evidence to support these features. Literacy programs are being asked to use these checklists, attached to the grant applications, to evaluate their programs.[12]

Aside from accountability for direct literacy service provision, many organizations which receive literacy funding may experience difficulties in fulfilling administrative requirements, such as proposals, reports, statistics, attendance records, budgets, and financial statements. These areas are also a focus of the Core Quality Standards checklist.

Options

FOCUS GROUP: It may be worthwhile to develop a focus group from the Native Literacy field to consult with and to strategize about Native quality standards, possibly with the involvement of Aboriginal stakeholders in other educational fields. (See area 1) Advocacy and Strategy.)

CORE QUALITY STANDARDS: Continued development of specific standards for the Native literacy field, based on the Fort Erie Native Quality Standards Pilot, seems like the best place to begin developing standards and accountability in the Native literacy field.

TRAINING: Establish specific training for literacy workers and administrators on program development and evaluation, administration, reporting, proposal writing, and keeping statistics. In some cases, training in these areas may be available through the broader literacy field.

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[12] For more information on the development of literacy standards and accountability through OTAB, refer to Quality Standards for Adult Literacy: A Practitioner's Guide to the Accountability Framework for the Adult Literacy Education System and Core Quality Standards for Programs, Literacy Section, Learning and Employment Preparation Branch, OTAB, March 1995.

7) Partnerships

While some Native literacy programs already work with one or more partners in delivering literacy services, more can be done to support the Native literacy field through partnerships.

Native education and training partnership initiatives are often fragmented in their delivery. Aboriginal communities and even single organizations often find themselves providing a number of separately funded education and training initiatives, each with a mandate set more by the funder than by the community. It is difficult to integrate literacy programs with other community services in this context.

Native literacy coordinators - and Aboriginal communities in general - often find that, while larger institutions may claim to be serving Aboriginal clients, they offer little evidence of serious commitment to the development or delivery of curricula and learning environments suitable to Native learners. It is up to each region to determine the effectiveness of non-Native service delivery to Native people in the area and to approach them as potential partners. It may be necessary to work closely with other Aboriginal stakeholders in approaching larger institutions.

Stronger links need to be made with secondary and post-secondary services for Native adults. Many Native high school drop-outs are potential literacy learners. The culture shock which occurs when Native students leave their communities to attend educational institutions could be remedied by setting up culturally appropriate learning environments in cooperation with local boards of education and community colleges. A closer relationship with post-secondary institutions can also help to prevent the premature recruitment of Native students into the colleges, which is a frequent issue.

Options

COLLEGES OF APPLIED ARTS AND TECHNOLOGY: It may be possible to work closely with the Aboriginal Education Council of Ontario and with college Native Advisory Councils in approaching the community colleges. (See Appendix A: Aboriginal Stakeholders.) Potential college partnerships might include: preparation for college training and apprenticeship and diploma courses, or college OBS literacy programs set up within - *and developed in close consultation with* - Native literacy services and communities. The Blueprints Project initiated through London's Fanshawe College is being set up as a model of community-based OBS delivery. (Refer to Part II of this paper, under OBS and OBSW.)

BOARDS OF EDUCATION: Literacy services and school boards can benefit greatly from pooling their resources. Circumstances of any partnership will depend on the location, as boards of education vary widely from region to region in their structure and delivery of services. It may be possible for Native literacy programs to link up with their local school board in delivering stay-in-school and after-school programs for Native children and youth as well as adult literacy initiatives. Some reserves and friendship centres already have a relationship of some kind with their school board. Other Aboriginal communities provide alternative services. First Nations with their own school boards, if funded federally, are not eligible for ABL/N funds but can apply for OCL. (See Part II of this paper under ABL/N and OCL.)

ENGLISH LITERACY PROGRAMS: Relationships with Anglophone literacy programs can be rewarding for both Native and non-Native programs and coordinators. A number of English literacy programs have proven to be receptive and helpful in working with Native groups in their region, either directly or through the regional literacy networks.

Conclusion

The development of Native literacy services in Ontario can not remain at a standstill. Much more remains to be done in coordinating Native literacy programs with other Aboriginal services. The opportunity exists to develop more holistic and community-oriented literacy services in cooperation with other education and community service providers.

The boundaries which exist between different education and training services are often senseless within the context of Aboriginal communities. Of course, distinctions need to be retained where they are useful. Where there are differences in skill levels, area of training, learning styles, and age groups, for instance, these differences must be recognized and services provided accordingly. However, there are areas where these distinctions need not play such a large role in service provision; in family, after-school, and in bilingual literacy programs (Native language and English), there exist possibilities for bringing all ages and skill levels together. Another way of integrating community services is to build literacy instruction into adult training initiatives.

Crossing institutionalized boundaries within communities does not need to be restricted to issues of education and training. It is futile to develop literacy services separately from the healing, economic and cultural issues of Native communities. These other areas of need must necessarily precede literacy as priorities, but a focus on basic community survival can include literacy development. The Native literacy field needs the flexibility to adapt to the "bread and butter" issues. As it has been said by many Native leaders, Native peoples need to place education into their cultures rather than placing these cultures into education.

The Native literacy field needs to set high learning standards in two broad cultures: Aboriginal and dominant society. There also needs to be increased accountability in the provision of services, but it must be developed from an Aboriginal perspective and with an understanding of Aboriginal realities. If this distinct development is done, then excellence can be attained in both Native and non-Native learning streams. If not, the establishment of standards and accountability will be either meaningless or destructive.

A strong advocacy process for Native literacy needs to be established in both the Native field and the wider literacy field. Such a process is vital for the success of Native learners in both Aboriginal and dominant societies. However, any advocacy for Native literacy needs to be tied in with the broader Aboriginal community development process and must involve not only the programs themselves but also the other Aboriginal stakeholders.

The Native literacy field has reached a stage where it is necessary to begin assembling an integrated and comprehensive delivery system which is balanced with learner-centred and community-developed activity. Wherever independence and self-determination in literacy programming is possible, it should be developed by Aboriginal deliverers. Where assistance or partnership with the broader field is needed, it is crucial for Aboriginal groups to work closely with mainstream delivery systems towards the development of unique, Aboriginal-controlled literacy services.

PART II

Literacy Grant Programs Administered or Recommended through OTAB

The following are potential areas for partnership and assistance in developing Native literacy programs through OTAB. It is important to understand that these grant programs are not necessarily always accessible to community groups and that many may have already reached their financial limits. When your community or program considers a particular funding stream, it is a good idea to find out more by contacting the Native Literacy Coordinator at OTAB before writing the proposal.

This list is for your information. As most Native literacy programs in Ontario receive funding from only the OCL stream, there may be areas listed here which have not previously been considered. Much of the information has been borrowed and condensed from "An Information Guide to Adult Literacy Education in Ontario," which is available from OTAB upon request.

OTAB supports and funds most adult literacy programs and activities in Ontario. A key role for OTAB is to administer grants for programming in the literacy field through program and project grants.

Program grants include:

- Adult Basic Literacy/Numeracy (ABL/N);
- Ontario Basic Skills (OBS);
- Ontario Basic Skills in the Workplace (OBSW);
- Ontario Community Literacy (OCL); and
- Workplace/Work force Equity and Basic Skills (W/WEBS).

Project grants include:

- Literacy Field Development Strategy (LFDS).
- National Literacy Secretariat (NLS) recommendations

The Literacy Section at OTAB also reviews proposals for literacy project grants and recommends worthy proposals to the National Literacy Secretariat (NLS) for funding through its federal/provincial stream.

Program Grants

Adult Basic Literacy/Numeracy (ABL/N)

ABL/N grants are provided to school boards in order to assist them in providing adult literacy programs. ABL/N funding is provided to school boards or in co-operation with community groups. The literacy programs take place in schools or other community locations. Instruction is provided one-on-one, in small groups, or in classes. Currently, 77 Anglophone and Francophone school boards provide instruction for adults in basic literacy and numeracy at a level equivalent to that of elementary school, but in programs which demonstrate "best practice" in adult education.

Partnerships with local school boards are essential to develop programs through this funding stream or to influence how existing ABL/N programs are delivered.

Ontario Basic Skills (OBS)

OBS is an upgrading program for adults whose functional literacy and numeracy skills are less than a Grade 12 level. It is delivered by 22 Anglophone and three Francophone colleges of applied arts and technology at more than 100 sites. Study skills, problem solving as well as technical and work adjustment skills are integrated

with academic learning. Job-search skills are included for trainees intending to go straight to employment.

The program emphasizes the participation of people on social assistance, displaced workers, women, Aboriginal peoples, people with disabilities, racial minorities, and older workers.

Access and partnerships are two key principles in Ontario Basic Skills. Colleges do much outreach in order to encourage trainees to attend OBS. Programs are delivered in local housing authorities, community centres, shopping centres, libraries, and Aboriginal organizations as well as in colleges.

OBS programs have developed strong partnerships with the federal and municipal governments, Native Bands, community groups, school boards, and many agencies representing people with special needs. Often they jointly develop and deliver customized programs.

These partnerships have resulted in agreements with local boards of education to give OBS trainees high school credits at the advanced level.

OBS funding is currently received by colleges only. Native agencies or First Nations wishing to deliver OBS programs need to partner with the college in their area. Aboriginal Education Councils for the colleges may wish to inquire as to how OBS-funded college activity serves Natives in their area.

Ontario Basic Skills in the Workplace (OBSW)

OBSW supports unions which want to offer basic skills training in the workplace or to workers laid off in large plant closures.

Training may include:

- basic English or French literacy, numeracy, and science skills needed for a job or for retraining for future jobs;
- English or French language training for Native or immigrant workers to function on the job or retrain for future jobs;
- that part of a combined training program which deals with basic skills or language training.

OBSW is delivered by three labour organizations: the Hamilton Worker Education Centre (WEC), the Metro Labour Education Centre (MLEC) and the Ontario Federation of Labour (OFL). The OFL delivers the Basic Education for Skill Training program, known as BEST. Native organizations aware of union shops with Native workers should contact the regional BEST coordinator.

Ontario Community Literacy

OTAB funds 173 community-based literacy programs. The programs use approaches, methods, curricula, materials, and program models which respond to the particular needs of their communities. Key to community-based literacy work is a participatory approach. Learners are involved at every step including program development, planning, evaluation as well as selection and development of materials.

The programs are learner-centred. They take into account the learner's experiences, interests, culture, and personal goals to plan programs for study. Community-based programs help learners to improve their literacy and numeracy skills, understand the world around them, and develop a sense of their personal potential.

There are 30 Aboriginal literacy programs across the province. Learners take part in programs in a variety of settings including First Nations territories, urban centres, and rural areas. In these programs, learners can develop their Aboriginal language and English language literacy skills by working with tutors or in small groups. A learner-centred approach integrates culture and literacy. The underlying principle is how literacy fits into Aboriginal cultures and not how Aboriginal cultures fit into literacy.

Workplace/Work force Equity and Basic Skills Training (W/WEBS)

The W/WEBS program responds to a range of worker and employer needs related to:

- diversity and equity in the workplace;
- basic skills upgrading for employed and laid-off workers; and
- changes in the economy and workplace.

W/WEBS providers include non-profit delivery organizations, such as colleges, school boards, community-based programs and networks of deliverers. Employers may also apply for W/WEBS funding.

Anglophone delivery organizations in each of the four large regions of the province are planning to begin delivery of W/WEBS in the autumn of 1995. They will provide collaborative programming and services to employed and to laid-off workers, while sharing resources and expertise. The delivery organizations will be working closely with other stakeholders in their regions, including the three labour deliverers, Human Resources Development Canada, and OTAB's Ontario Skills Development Offices and Adjustment Advisory Program.

W/WEBS programs in workplaces will help:

- employers, managers, and workers to value and to work with diversity, to promote equity, and to improve workplace communications;
- workers to upgrade their oral communication, literacy, math, science, employability, and other basic skills in order to meet current workplace or individual needs; and
- workers to acquire the skills which are required for technological or economic changes.

W/WEBS programs for laid-off workers will help:

- workers to assess their academic skills and learning styles related to further training or employment goals;
- workers to upgrade their basic skills or language skills based on the training program identified in their Individualized Retraining Plans; and
- adjustment committees to work with diversity issues to serve their clients equitably.

Project Grants

Literacy Field Development and Support (LFDS)

The Literacy Field Development and Support grant program funds a variety of services and projects at the provincial and regional levels to support the field. Most project costs are shared with the National Literacy Secretariat (NLS), Human Resources Development Canada (HRDC), through the federal/provincial stream of their funding. See National Literacy Secretariat below.

LFDS grants support activities such as practitioner training, conferences, the development and distribution of resource materials, as well as networking.

Provincial services funded include the Ontario Native Literacy Coalition, the Ningwakwe Clearing House Project, Alpha Ontario Resource Centre, Alphabase, Centre FORA, regional desktop publishing units, the Alphacom computer network, and special interest groups.

LFDS grants also support four provincial umbrella organizations and regional networks which provide a variety of networking activities for delivery organizations (school boards, colleges and community groups) and practitioners. The Ontario Native Literacy Coalition is among these umbrella organizations.

National Literacy Secretariat

The Government of Canada established the National Literacy Secretariat (NLS) in 1987. It became part of Human Resources Development Canada (HRDC) in 1994.

The NLS helps to:

- develop materials for learners and tutors;
- carry out research;
- demonstrate new methods and approaches;
- teach literacy skills;

- improve access to literacy programs;
- share information; and
- increase public awareness.

While it is a national rather than provincial body, proposals from Ontario literacy programs are recommended to NLS through OTAB. Since 1988, the NLS has funded a number of federal/provincial cost-shared projects, including:

- researching areas, such as needs assessment and evaluation;
- testing innovative approaches to the delivery of programs; and
- developing and publishing materials and curriculum for training learners and practitioners in adult literacy.

In addition to the federal/provincial funding grants, NLS also funds literacy for youths aged 16 to 24 through the NLS Literacy Corps. Proposals to Literacy Corps should be sent directly to the NLS, as they are not co-sponsored with OTAB.

NLS will NOT fund capital purchases, such as computers or other office equipment. Already established literacy programs are given priority in applying for NLS grants which are co-sponsored with the Province.

Appendix A: Aboriginal Literacy Programs Supported by OTAB

B.E.S.T. Program, Can-Am Indian Friendship Centre of Windsor Inc.
1684 Ellrose Avenue
Windsor, Ontario
N8Y 3X7
Tel: (519) 948-8365
Fax: (519) 948-8419

Chippewas of Rama (Mnjikaning) First Nation
Native Literacy Program
Box 35
Rama, Ontario
L0K 1T0
Tel: (705) 326-1510/325-3611
Fax: (705) 325-0879

Chippewas of Sarnia Education Committee
978 Tashmoo Avenue
Sarnia, Ontario
N7T 7H5
Tel: (519) 336-8410
Fax: (519) 336-0382

Chippewas of Georgina Island
Georgina Island R.R. #2
Sutton West, Ontario
L0E 1R0
Tel: (705) 437-4327
Fax: (705) 437-4597

Council Fire Native Cultural Centre
252 Parliament Street, Lower Level
Toronto, Ontario
M5A 3A4
Tel: (416) 360-4350
Fax: (416) 360-5978

Cultural Communications Group Inc.
c/o Niagara Regional Native Centre
R.R. #4
Queenston & Taylor Roads
Niagara-on-the-Lake, Ontario
L0S 1J0
Tel: (905) 688-6484
Fax: (905) 688-4033

Fort Erie Native Friendship Centre
796 Buffalo Road
Fort Erie, Ontario
L2A 2H3
Tel: (905) 871-8931
Fax: (905) 871-9655

Hamilton Regional Indian Centre
712 Main Street East
Hamilton, Ontario
L8M 1K8
Tel: (905) 548-9593
Fax: (905) 545-4077

Indian Youth Friendship Society
401 North Cumberland Street
Thunder Bay, Ontario
P7A 4P7
Tel: (807) 345-5840
Fax: (807) 344-8945

Iskutewisakaygun No. 39 Independent First Nation
Kejick P.O.
Shoal Lake, Ontario
P0X 1E0
Tel: (807) 733-2560 or (2342)
Fax: (807) 733-3773

Ken-Dass-Win Communications Chippewas of Nawash First Nations
R.R. #5
Wiarton, Ontario
N0H 2T0
Tel: (519) 534-5092
Fax: (519) 534-2130

Kenamatewin Native Learning Centre
152 Main Street South
Kenora, Ontario
P9N 1S9
Tel: (807) 468-4058
Fax: (807) 468-5340

Lovesick Lake Native Women's Association
R.R. #1
Buckhorn, Ontario
K0L 1J0
Tel: (705) 657-9456
Fax: (705) 657-2032

Misssissauga First Nation Enjikendaasang Learning Centre
P.O. Box 1299
Blind River, Ontario
P0R 1B0
Tel: (705) 356-1621
Fax: (705) 356-1740

Mohawk Council of Akwesasne
Akwesasne Learning Centre
P.O. Box 579
Cornwall, Ontario
K6H 5R7
Tel: (613) 575-2377
Fax: (613) 575-2181

Moosonee Native Friendship Centre
P.O. Box 478
Moosonee, Ontario
P0L 1Y0
Tel: (705) 336-2808
Fax: (705) 336-2929

Native Women's Resource Centre
191 Gerrard Street East
Toronto, Ontario
M5A 2E5
Tel: (416) 963-9963
Fax: (416) 963-9573

Niin Sakaan Literacy Program
Indian Friendship Centre
122 East Street
Sault Ste. Marie, Ontario
P6A 3C6
Tel: (705) 256-5634
Fax: (705) 942-3227

Nipissing First Nation Learning Program
36 Semo Road
R.R. 1, Garden Village
Sturgeon Falls, Ontario
P0H 2G0
Tel: (705) 753-2050
Fax: (705) 753-0207

Nokee Kwe Occupational Skill Development Inc.
R.R. 2
Southwold, Ontario
N0L 2G0
Tel: (519) 667-7088
Fax:

Ojibway and Cree Cultural Centre
43 Balsam Street South
Timmins, Ontario
P4N 2C7
Tel: (807) 267-7911
Fax: (807) 267-4988

Ontario Native Literacy Coalition
1173 - Second Avenue East
Owen Sound, Ontario
N4K 2J1
Tel: (519) 371-5594
Fax: (519) 371-5598

Saugeen Band Council
R. R. #1
Southampton, Ontario
N0H 2L0
Tel: (519) 797-2392
Fax: (519) 797-2978

Seine River First Nation
Administration Building
P.O. Box 124
Mine Centre, Ontario
P0W 1H0
Tel: (807) 599-2870
Fax: (807) 599-2871

Shoal Lake Band No. 40 First Nation
Kejick P.O.
Shoal Lake, Ontario
P0X 1E0
Tel: (807) 733-2315 / 733-2250
Fax: (807) 733-2315

Six Nations Native Literacy Program
P.O. Box 5000
Ohsweken, Ontario
N0A 1M0
Tel: (519) 445-2512
Fax: (519) 445-4206

Walpole Island First Nation
R.R. #3
Wallacebug
Walpole, Ontario
N8A 4K9
Tel: (519) 627-1481
Fax: (519) 627-0440

Sioux-Hudson Literacy Council
P.O. 829
62 Front Street
Sioux Lookout, Ontario
P8T 1B2
Tel: (807) 737-1886
Fax: (807) 737-1773

United Native Friendship Centre
P.O. Box 752
516 Portage Avenue
Fort Frances, Ontario
P9A 3N1
Tel: (807) 274-8541
Fax: (807) 274-4110

West Bay Adult and Continuing Education Program
P.O. Box 296
West Bay, Ontario
P0P 1G0
Tel: (705) 377-5611
Fax: (705) 377-5682

Appendix B: Aboriginal Stakeholders

The following is a tentative list only. Additional Aboriginal literacy stakeholders could be identified through a field development process, and some of the groups below might not consider themselves to be direct stakeholders. An Aboriginal literacy action plan would more clearly define who the Aboriginal literacy stakeholders are.

- Aboriginal Boards of Education
- Aboriginal Education Council (AEC)
- Aboriginal Intergovernmental Committee On Training (AICOT)
- Aboriginal Management Boards
- First Nations Governments (Chiefs and Councils) and Treaty Organizations
- Ontario Native Literacy Coalition (ONLC)
- ONLC members (Native Ontario Community Literacy Programs)
- Ontario Federation of Indian Friendship Centres (OFIFC)
- Ontario Native Women's Association (ONWA)
- Other Aboriginal groups and communities, consisting mainly of Native agencies and groups involved in the education and training field. It would not be possible to offer a comprehensive list here, but these stakeholders would probably include Elders, Aboriginal language instructors, Native cultural education centres and Native Technical Institutes.

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All OTAB publications are available to the public from OTAB's Literacy and Basic Skills Section at no cost. Literacy publications produced by the Ministry of Education may also be available from OTAB.

To order these publications, please contact:

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